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ABSTRACT

A retention study was conducted at Tallahassee Community College (TCC) to determine reasons student withdrew from TCC prior to meeting their educational objectives. The survey population consisted of all students, apart from graduates and those who had been academically suspended, who were enrolled in winter 1981 but had not returned by winter 1982. Study findings, based on responses from 25.5% of the 1,115 former students sampled, revealed: (1) 69% of the respondents were female, 85.6% were white, 52.7% were single, and their mean age was 30.75 years; (2) 54% had sought an associate degree, and 14.1% had taken classes primarily not for college credit; (3) 35.2% withdrew because they were dissatisfied with themselves or their academic goals, 32.5% were dissatisfied with the courses that the college offered, and 30.9% had achieved their academic goals and/or transferred to another college; (4) 11% of the respondents had been enrolled in business courses, 9% in computer science, 8% in general studies, 7.5% each in nursing and accounting, and 6% in criminal justice; (5) 65.6% were employed for more than 20 hours a week while enrolled at TCC; and (6) the major nonacademic reasons for withdrawal were conflicts between schooling and family and work commitments, and family changes or pressures. Survey findings led to recommendations to, for example, increase intramural and on-campus activities. The survey instrument is appended. (HB)

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TALLAHASSEE COMMUNITY COLLEGE RETENTION STUDY

Archie B. Johnston, Director
Systems and Research
Tallahassee Community College

VC 820 574

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Office of Systems and Research

TALLAHASSEE
COMMUNITY
COLLEGE

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August 1, 1982

M E M O R A N D U M

TO: Fred W. Turner, President

FROM: Archie B. Johnston, Director
Systems and Research

Archie B. Johnston

SUBJECT: Final Report on Retention Study

Overview

Background: One of the 1981-82 objectives for this department was to conduct a retention study in an attempt to isolate some of the factors which were causing students to withdraw from TCC prior to meeting their educational objectives. Recommendations were to be made to correct these deficiencies.

The survey population consisted of those students who were enrolled in Winter 1981 but had not returned by Winter 1982. Those who graduated or were academically suspended were deleted from this group. The final list consisted of 1115 former students.

Surveys were mailed on May 24, 1982, with a cut-off date of June 30. There were 282 (25.5%) usable returns which is considered excellent for a single mailing.

Most respondents had attended TCC only one term and many had planned to only take a single course so they did in fact complete their educational objective. One in three had planned to seek a degree or certificate.

Conclusion: TCC is doing a better job of retaining students than we had anticipated, and our rate of loss is acceptable. Many of our students are completing their educational objectives. We do need to place more emphasis on our intramural programs, clubs, and other on-campus activities to provide our student body with a sense of belonging. Retention is a campus-wide responsibility which must be addressed by faculty, students, staff, and support personnel.

Recommendations:

1. Publicize our concern for student retention.
2. Have each campus committee include student retention as one of their educational objectives.
3. Make the total campus population, students, faculty, staff, and support personnel more of an "extended family."
4. Increase our offerings in intramural and on-campus activities.
5. Replicate this study in two years but investigate reasons why students persisted or are persisting until they complete their educational objective. Change the retention rationale to learn what is causing them to stay-then we can emphasize our strong points.
6. Investigate further the reasons students felt they were not acquiring knowledge.

Problems with Study: We should have eliminated from our survey the names of students who had taken only one class. We would have saved considerable time, money, and effort with a smaller population available for analysis. As a majority reported themselves as being self-supporting and nearly half-reported as being married, it is possible that those who were located and able to reply are indicative of a certain stablized population and may not totally represent those who were no longer at the same address.

In-Depth Study

Literature Search: NCHEMS Publication, What Works in Student Retention (NCHEMS) 1980, provided an excellent summary of retention activities conducted by a number of colleges. The main conclusion drawn by the authors is that it is impossible to isolate a single cause for attrition. A copy of a previous report on that study is attached to this paper.

Studies (NCHEMS), 1979: NCHEMS Publication, A Manual for Conducting Student Attrition provided a number of suggestions for survey formats. It proved to be an excellent help as it was designed for those new to surveying techniques. The SDE Handbook of Exemplary Practices in Placement and Follow-up, 1982, was a report of a project directed by Dr. Mantha Mehallis, Broward Community College. We used it as another excellent source of selected questions and formats.

A number of studies produced by Florida's community colleges were screened to obtain information helpful to our study. An excellent study was done several years ago by Okaloosa-Walton Community College and an even better study done more recently by Dr. Mantha Mehallis at Broward Community College.

Committee and Consultants

A Retention Study Committee for TCC was formed under the leadership of Mrs. Sylvia DeLoach to provide assistance to this project. Membership of the committee was identical with that of the Student Affairs Committee. The

committee met several times with me and also with Dr. Susan Albright, a consultant from the Division of Community Colleges. Dr. Albright has had considerable experience in developing retention studies at a number of colleges. She provided additional materials to us as well as excellent advice.

The final draft of the survey instrument was sent to each member of the committee and to Dr. Susan Albright, so that some of their suggestions could be incorporated into the final format. A copy of the instrument used is attached to this study. The committee will meet again to review this report and make recommendations for further retention studies.

Analysis of Responses to Survey

A total of 1115 questionnaires were sent out on May 24, 1982. By the cut-off date June 30, 1982, 478 (42.8%) had been returned. Of those returned, 194 were unable to be delivered. However, the number of usable returns, 284 (25.5%), is considered an excellent return rate for a single mailing. Not every respondent answered every question and some questions requested the respondent to mark all that applied so the percentages shown will represent the total responses for each particular question answered and may have different totals.

Demographics of Respondents: Over two-thirds of the respondents were female (69%), 85.6% were white with blacks making up the majority of the balance. Ages ranged from three students who were 17 to one 68 years old. The mean student age was 30.75, the modal age was 20 (25 respondents), and the median was 27 years. The marital status was nearly evenly divided with 47.3% of the respondents reported being married and 52.7% single. Twenty-six (9.4%) reported having some kind of permanent handicap, with nearly half (46.2%) of those reporting restricted vision.

Summary of Findings

Just over one-half (54%) of the respondents sought an AA or AS degree while nearly one in three was not seeking any degree (32.7%). Thirty-nine (14.1%) took classes primarily not for college credit. A large number of students were not drop-outs in the true sense in that they did complete (30.9%) their objective. The goals that were reported to be the most important were listed in this order of importance: to increase knowledge and understanding; to improve job skills or career goals; and personal/social growth.

The top six major areas of student interest were business (11%); computer science (9%); general studies (8%); nursing and accounting (7.5%); and criminal justice (6%). Four of the five respondents had chosen TCC as their first choice for college with half of the remainder choosing nearby Florida colleges.

The majority of the respondents reported themselves as self-supporting, with two of three (65.6%) being employed for over 20 hours per week and over half

(52.9%) working 36 or more hours per week.

The reasons for not returning to college were divided into three main categories. Of the Academic Reasons, (30.9%) either achieved their academic goals and/or transferred to another college; three in ten (35.2%) were dissatisfied with themselves or unsure of their academic goals; and almost one in three (32.5%) were left dissatisfied with the courses the college offered, the teachers, or the learning environment.

Financial Reasons were listed quite often as reasons for not returning. Many respondents indicated that they had a conflict between working full-time and attending classes. Several commented that there was too much pressure in trying to juggle work, family, and classes simultaneously. A few respondents also stated that personal (generally family problems) reasons have temporarily kept them from returning to school.

It was interesting to note the discrepancy between the goal of increasing knowledge and understanding and the actual achievement the students felt they received. This was the most often selected goal and the least often achieved. Less than one in four considered felt they had increased their knowledge and understanding in an academic field. On the other hand, three times as many students who considered obtaining a degree or certificate as an important goal did not receive one. The significance of this finding suggests further investigation of the reasons, i.e., was it because they weren't prepared for college courses, they had poor study habits, or was it the content of the courses, the instructors' methods of teaching, or different expectations between student and teacher?

Two out of three whose goal was career-preparation oriented, indicated achievement, while more than 4 in 5 improved particular job-oriented skills and competencies; thus, increasing their chance for a raise or promotion.

Conclusions

Our first reaction to the number of non-returning students was shock as it appeared that we were annually loosing approximately 1800 students which was almost 40% of our student body. After deleting over 500 graduates and several hundred who were on lists of academically suspended students, we still had 1115 non-returning students which is still an alarming amount; however, the results of our survey indicate that a significant number of these 1115 were individuals who had intended to take only a single course to satisfy their unique educational goals. Consequently, we feel much better about our retention rate.

With about one-third of the respondents reporting that they were not seeking a degree, almost one-fourth either achieving their academic goal or transferring to another college, close to one-third either dissatisfied with themselves, their own academic achievement, or unsure of their academic goals, it left about one-fourth of the respondents complaining about the courses offered or not offered, the teachers, and the learning environment. The

majority were ultimately pleased with our services, although many were forced to "stop-out" for a period of time due to work, finances, or personal reasons but plan to eventually return.

Several of the responses indicated that we need to place more emphasis on our intramural programs, clubs, and other on-campus activities. This is always a difficult area in community colleges as for the most part, our students come for classes only. Therefore, they are not here much before classes begin or after they end. They travel to class between home and work so it is difficult to establish any sort of on-campus program. Perhaps when we have our large gymnasium and swimming pool, we will be able to develop a more active intramural sports program and maybe enter into limited local minor sports competition with high schools and the two universities. This could help to retain some of the more athletically-inclined students.

According to the most recently published findings on the subject of student retention, it seems clear that retention is a campus-wide responsibility and not simply a project to be added to an existing committee. Our consultant has advised us to initiate the endeavors of every segment of the campus from faculty members to janitors and inculcate them with a sense of responsibility toward student retention. A clean, neat campus, like ours, may be a deciding factor in determining whether a student will stay or transfer to another educational facility. We cannot afford to overlook any area of service or contact with our students. Hopefully, the findings and suggestions of this study when placed into practice will have a positive effect upon student retention.

We believe that the retention study should be replicated in two years using as the target population the students who are still in residence at TCC. The emphasis should be placed upon the reasons that they chose to remain here. It is axiomatic in selling that the best results are obtained by emphasizing the strengths of one's product rather than its weaknesses. Therefore, we need to continually seek out and accentuate the strong points of TCC so that student retention may become a problem of the past.

ABJ:cg
Attachments: Retention Questionnaire - 1982
Retention Questionnaire Responses - Final Totals - 1982
NCHEMS Publication, What Works in Student Retention

Retention Questionnaire Responses
Final Totals 1982

1. What is your sex?
   (69%) 196 Female
   (31%) 88 Male 284 Total

2. How do you describe yourself?
   (0.7%) 2 American Indian or Alaskan Native
   (0.4%) 1 Asian, Pacific Islander, or Filipino
   (12.7%) 36 Black or Afro-American
   (0.7%) 2 Hispanic, Chicano, or Spanish-speaking American
   (85.6%) 243 White or Caucasian

3. How old are you?

AGE GROUP	17-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-68
NO.	17	92	49	44	25	19	10	13	9	5

Mean = 30.75 Median = 27 Mode = 20

4. Are you currently married?
   (47.3%) 124 Yes
   (52.7%) 138 No

5. Do you feel that you have a permanent handicap? (Check all that apply)
   (11.5%) 3 Yes, restricted mobility
   (3.8%) 1 Yes, restricted hearing
   (46.2%) 12 Yes, restricted vision
   (15.4%) 4 Yes, but I prefer not to record it on this form
   (23.1%) 6 Other: 1 Muscular strain
   1 Diabetes
   1 My brain capacity seems to be getting smaller!

6. How many terms did you attend our college?
   (37.6%) 102 One Term
   (27.3%) 74 Two Terms
   (12.9%) 35 Three Terms
   (11.4%) 31 Four Terms
   (10.0%) 27 More than five terms
   (0.7%) 2 On-the-job training from courses at TCC (Unit Treatment Rehabilitation Specialist)

7. The following statements reflect the goals of many college students. In the first column, please check those goals that were important to you when you attended our college. In the second column, check those goals you feel you are achieving or have achieved as a result of your experiences at our college: (In the third column the percent of the goal achieved to the goal that was important is listed.)

Those goals were important to me	These goals I am achieving or have achieved	% of important goals achieved or achieving	
			ACADEMIC GOALS
197	45	22.8	To increase my knowledge and understanding in an academic field
95	46	48.4	To complete courses necessary to transfer to another educational institution
49	74	151.1	To obtain a certificate of degree
12	11	91.7	Other
			CAREER-PREPARATION GOALS
102	69	67.6	To formulate long-term career plans and/or goals
94	62	66.0	To prepare for a new career
90	60	66.7	To discover career interests
7	9	128.6	Other
			JOB OR CAREER IMPROVEMENT GOALS
141	124	87.9	To improve my knowledge, technical skills, and/or competencies in my job or career
94	75	79.8	To increase my chances for a raise and/or promotion
2	0	0	Other
			SOCIAL AND CULTURAL PARTICIPATION GOALS
81	71	87.7	To meet people
48	29	60.4	To increase my participation in cultural and social events
36	16	44.4	To become actively involved in student life and campus activities
5	4	80.0	Other
			PERSONAL DEVELOPMENT AND ENRICHMENT GOALS
117	118	100.9	To increase my self-confidence
84	87	103.6	To improve my leadership skills
69	84	121.7	To improve my ability to get along with others
115	115	100.0	To learn skills that will enrich my daily life or make me a more complete person.
116	102	87.9	To develop my ability to be independent, self-reliant, and adaptable
3	3	100.0	Other

8. From the list of goals in Question 7, please select the three that were most important to you when you attended our college. Mark them with a 1, 2, or 3. (Those reasons listed in the other space have been forced into given categories.)

Choices				
1st	2nd	3rd	Other	
				ACADEMIC GOALS
40	21	24	4	To increase my knowledge and understanding in an academic field
40	15	10	6	To obtain a certificate of degree
12	11	12	4	To complete courses necessary to transfer
				CAREER PREPARATION GOALS
8	13	3	1	To discover career interests
8	14	11	0	To formulate long-term career plans and/or goals
9	13	10	3	To prepare for a new career
				JOB OR CAREER IMPROVEMENT GOALS
31	20	17	3	To improve my knowledge, technical skills, and/or competencies in my job or career
6	16	14	0	To increase my chances for a raise and/or promotion
			2	Needed experience to obtain a job
				SOCIAL AND CULTURAL PARTICIPATION GOALS
0	0	1	0	To become actively involved in student life and campus activity
1	1	1	1	To increase participation in cultural and social events
0	5	10	1	To meet people
				PERSONAL DEVELOPMENT AND ENRICHMENT GOALS
12	15	23	1	To increase my self-confidence
1	10	4	0	To improve my leadership skills
4	5	3	3	To improve my ability to get along with others
9	15	16	1	To learn skills that will enrich my daily life or make me a more complete person
9	7	15	1	To develop my ability to be independent, self-reliant, and adaptable
				UNRELATED OTHER CHOICES
			1	Became ill and had to drop out
			1	Forced to attend by parents
			2	Audited courses
			3	Had to choose between work for money or school

9. What degree were you seeking when you attended college?

Not seeking a certificate or degree	(32.7%)	89
Certificate of one-year or less	(4.8%)	13
Certificate of more than one-year	(8.1%)	22
Associate in Arts	(43.0%)	117
Associate in Science	(11.4%)	31

10. Please write in your major or area of study at our college.

3	UTR	2	Dental Hygiene	5	EMT-Paramedic
18	RN (7.5%)	1	Denistry	4	Radiology
2	Pre-Med-Chemistry	14	Criminal Justice (5.8%)		
2	Child Development	18	Accounting (7.5%)	3	Postal Management
2	Mental Health Tech	6	Real Estate	3	Humanities
1	Government	4	Education	27	Business (11.3%)
20	General Studies (8.3%)	5	Basic Math/Algebra	4	Biology
2	Spanish	21	Computer Science (8.8%)		
3	Human Skills/Services	5	Engineering	6	English
9	Psychology	6	Communications	2	Music, Literature
1	Science	1	Machine/Tool Work	1	Architecture
2	Writing for Mass Media	2	Office Occupations	4	Liberal Arts
1	Work toward BA	1	Had MS before Attending		
1	Hotel/Restaurant Mgmt	1	Journalism	1	Construction Estmtng
1	Dance	2	Counseling	1	Management
2	Math (Advanced)	1	History	1	Geology
1	Speech Pathology	4	Undecided	1	Law
1	Library Science	1	Typing	1	Drafting
1	Photography	2	Special Education	5	Art
1	P.E.				

11. Was our college your first choice?

(60.5%)	92	Yes
(39.5%)	60	No

If not, which college was your first choice?

30	FSU	1	Univ of Montevallo	1	St. Johns River
1	Lake City	1	Gulf Coast	2	Bowling Green Univ
1	Brevard	1	Broward	1	Flagler
1	Cornell	1	Bauder Fashion College	2	North Florida
4	Univ of Fla	3	FAMU	1	Palm Beach
1	ABAC-Tifton	1	Santa Fe	1	Auburn
1	Valencia	1	Shorter College, Rome, GA	1	UNC-Chapel Hill
1	Lively (Data Processing)			1	Valdosta State
1	Daytona Beach				

12. What was your primary enrollment status when you attended our college?

(14.1%)	39	Primarily not for credit
(3.3%)	9	Primarily for credit but not indicated whether part or full-time
(52.2%)	144	Primarily for credit part-time (less than 12 hours each term enrolled)
(30.4%)	84	Primarily for credit full-time (12 or more hours each term enrolled)

13. While you were enrolled, how many hours did you normally work when classes were being held?

(19.6%)	54	I was not employed: 2 Homemaker/Mother 1 Got a job two weeks later
(12.0%)	33	Employed 11 - 20 hours per week
(2.9%)	8	Employed 1 - 10 hours per week
(12.7%)	35	Employed 21 - 35 hours per week
(52.9%)	146	Employed 36 hours or more per week

14. Did you apply for financial assistance (loan or scholarship) while at our college?

26	Yes, and I received it
3	VA Benefits
1	I also abused it by not getting good grades
8	Yes, but I did not receive it
1	Yes, but I left before I found out if I received it
124	No

15. The decision to leave a particular college can be motivated by a variety of reasons. Please mark ALL of the reasons that contributed to your decision to leave TCC.

ACADEMIC REASONS

65	Achieved my academic goals
50	Transferred to another college
50	Needed a break from college
45	Unsure of my academic goals
36	Dissatisfied with my academic performance
49	Courses/programs I wanted were not available either at the times I needed or at night
4	Not accepted into Dental Hygiene Program
33	Dissatisfied with the quality of teaching or teachers' methods of teaching
21	Dissatisfied with the learning environment or lack of equipment
18	Coursework not what I wanted
1	Still in high school

FINANCIAL REASONS

14 Work-related conflict-some included family and work conflicts with schooling
1 Attended school to continue receiving Social Security benefits
1 VA benefits expired
2 Not able to get financial aid

PERSONAL REASONS

6 Family changes and/or pressures
1 Distance to drive
3 Pregnancy
4 Moved away
4 Accident or illness
1 Stupid parking tickets
3 Stated reason unclear

Selected Comments

NOTE: These are a few selected from the several hundred comments received with a complete listing in the Office of Systems and Research.

* I was living on my own for the first time--need I say more! I didn't know what I wanted out of life. I never did have good study habits. I'm sure TCC is a fine school, but I was not into school at the time.

* Very hard to get assured of computer time.

* Classes not offered at night, or not offered at all.

* Could not get previous college's records evaluated to find out what courses I needed.

* Too much course work being delivered. My opinion is that instructor wanted to cover course objectives instead of teaching for individuals to learn.... More audio-visual aids and hands-on experiences would have met my goal.

* I became discouraged and dropped the course--professor expected far too much from her basic biology students.

* Had to work full time to live.

* My job demanded after hours work.

* Too busy with work and family.

* I lack six hours of an AA, but I refuse to pay those stupid parking tickets.

* Courses I wanted were not available.

* I really thought you had a nice college but I'd lived in Tallahassee all my life and wanted a four-year college.

* I wanted to play football so I transferred. I think TCC needs alot more student activities and togetherness.

* I wanted too much at one time (work, homelife, maintain A's). TCC helped me put my life in order. The teachers were great and understanding. When I am able to return to school, you can bet it will be TCC.

* I was very impressed with the quality of instruction considering community colleges take a back seat to higher institutions of learning.

* I did feel TCC was a good college. There was maybe more of a need for extra activities in the school.

* Needed more help, time, understanding from teacher-taking course again this summer.

* Did not have enough money to continue.

* Could not earn enough money while enrolled.

TALLAHASSEE
COMMUNITY
COLLEGE

444 Appleyard Drive
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(904) 576-5181

Office of Systems and Research

April 5, 1982

I know it's easy to put off filling in "just another questionnaire" but we really need your opinions. Please take a few minutes & complete this. Thanks, Bob

Dear Former Student:

Our institutional records indicate that you did not register continuously for the previous year. The college is interested in determining the reasons why you left TCC and your degree of satisfaction with various aspects of the College. This information will be particularly helpful in our institutional planning as we continue to meet the needs of students.

To help us determine this, we have enclosed a confidential questionnaire for you to complete. Please complete the questionnaire as soon as possible and return it in the enclosed envelope. You may notice that this questionnaire includes personal data about yourself. This is included in order to verify our institutional records and for statistical purposes. This information will remain confidential, and your responses will become part of our statistical report.

If you have re-enrolled at TCC, the receipt of this questionnaire in no way affects that re-enrollment. You were merely selected to receive this questionnaire because you were not continuously enrolled at TCC during the 1981-1982 school year.

Your cooperation and assistance in completing this questionnaire as soon as possible is greatly appreciated. Thank you.

Sincerely,

Archie B. Johnston

Archie B. Johnston
Director, Systems and Research

ABJ:cg
Enclosure: Questionnaire

RETENTION QUESTIONNAIRE - 1982

1. What is your sex?

_____Female

_____Male

2. How do you describe yourself?

_____American Indian or Alaskan Native

_____Asian, Pacific Islander, or Filipino

_____Black or Afro-American

_____Hispanic, Chicano, or Spanish-speaking American

_____White or Caucasian

_____Other _____

3. How old are you? _____

4. Are you currently married?

_____ Yes

_____ No

5. Do you feel that you have a permanent handicap?
(Check ALL that apply)

_____ Yes, restricted mobility

_____ Yes, restricted hearing

_____ Yes, restricted vision

_____ Yes, but I prefer not to record it on this form

_____ Other _____

6. How many terms did you attend our college?

_____ One term

_____ Two terms

_____ Three terms

_____ Four terms

_____ More than five terms

7. The following statements reflect the goals of many college students. In the first column, please check those goals that were important to you when you attended our college. In the second column, check those goals you feel you are achieving or have achieved as a result of your experiences at our college:

These goals were important to me	These goals I am achieving or have achieved	
		ACADEMIC GOALS
_____	_____	To increase my knowledge and understanding in an academic field
_____	_____	To obtain a certificate or degree
_____	_____	To complete courses necessary to transfer to another educational institution
_____	_____	Other _____
		CAREER-PREPARATION GOALS
_____	_____	To discover career interests
_____	_____	To formulate long-term career plans and/or goals
_____	_____	To prepare for a new career
_____	_____	Other _____
		JOB OR CAREER IMPROVEMENT GOALS
_____	_____	To improve my knowledge, technical skills, and/or competencies in my job or career
_____	_____	To increase my chances for a raise and/or promotion
_____	_____	Other _____
		SOCIAL AND CULTURAL PARTICIPATION GOALS
_____	_____	To become actively involved in student life and campus activities
_____	_____	To increase my participation in cultural and social events
_____	_____	To meet people
_____	_____	Other _____

PERSONAL DEVELOPMENT AND ENRICHMENT GOALS

_____	_____	To increase my self-confidence
_____	_____	To improve my leadership skills
_____	_____	To improve my ability to get along with others
_____	_____	To learn skills that will enrich my daily life or make me a more complete person
_____	_____	To develop my ability to be independent, self-reliant, and adaptable
_____	_____	Other _____

8. From the list of goals in question 7, please select the three that were most important to you when you attended our college. Mark them with a 1, 2, or 3.

9. What degree were you seeking when you attended our college?

_____ Not seeking a certificate or degree

_____ Certificate of one-year or less

_____ Certificate of more than one-year

_____ Associate in Arts

_____ Associate in Science _____ Major

10. Please write in your major or area of study at our college.

_____

11. Was our college your first choice?

_____ Yes

_____ No

If no, which college was your first choice?

_____

12. What was your primary enrollment status when you attended our college?

_____ Primarily for credit-full time (12 or more hours each term enrolled)

_____ Primarily for credit part time (less than 12 hours each term enrolled)

_____ Primarily not for credit

_____ Other _____

13. While you were enrolled, how many hours did you normally work when classes were being held?

_____ I was not employed

_____ Employed 1 - 10 hours per week

_____ Employed 11 - 20 hours per week

_____ Employed 21 - 35 hours per week

_____ Employed 36 hours or more per week

14. Did you apply for financial assistance (loan or scholarship) while at our college?

_____ Yes, and I received it

_____ Yes, but I did not receive it

_____ Yes, but I left before I found out if I received it

_____ No

15. The decision to leave a particular college can be motivated by a variety of reasons. Please mark ALL of the reasons that contributed to your decision to leave TCC.

ACADEMIC REASONS

_____ Achieved my academic goals

_____ Transferred to another college

_____ Needed a break from college

_____ Courses/programs I wanted were not available

_____ Dissatisfied with my academic performance

_____ Dissatisfied with the quality of teaching

_____ Dissatisfied with the learning environment

_____ Course work not what I wanted

ACADEMIC REASONS (Cont.)

_____Unsure of my academic goals

_____Other _____

FINANCIAL REASONS

_____Did not have enough money to continue

_____Could not obtain sufficient financial aid

_____Could not earn enough money while enrolled

_____Other _____

OTHER REASONS

_____Achieved my personal goals

_____Accepted a job or entered the military

_____College experience not what I expected

_____Few people I could identify with

_____Moved out of the area

_____Could not work and go to school at the same time

_____Other responsibilities became too great

_____Personal Problems

_____Other

Once again, thank you.

DBJ.

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